



storyybrook

Parent/ Carer Handbook





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Welcome to Storyybrook

Dear Parents and Carers,

Welcome to Storyybrook School.

It is a privilege to welcome you and your family to our school community. At Storyybrook, we are committed to providing a safe, nurturing and ambitious learning environment where every child feels valued, understood and able to succeed.

As a specialist school for pupils with Social, Emotional and Mental Health (SEMH) needs, we recognise that every child's journey is unique. Many of our pupils arrive with different experiences, strengths and challenges. Our role is to build trusting relationships, create a sense of belonging and provide the support children need to thrive both academically and personally.

Our vision is to ensure that every pupil feels safe, successful and ready to embrace their future. We believe that when children feel secure, understood and connected, they are better able to engage in learning, develop positive relationships and achieve their full potential.

Everything we do is underpinned by our core values and our trauma-informed, relational approach. We understand that behaviour is a form of communication and we work closely with pupils to develop self-regulation, resilience, confidence and independence. Through positive relationships, high-quality teaching and therapeutic support, we help children build the skills they need for lifelong success.

We have high expectations for every pupil. We believe that all children can achieve, and we are committed to helping them make meaningful progress academically, socially and emotionally. Success looks different for every child, but every child deserves the opportunity to experience it.

Partnership with families is central to our work. We know that the strongest outcomes are achieved when home and school work together. We value open communication, mutual respect and shared understanding, and we look forward to working alongside you throughout your child's journey at Storyybrook.

Thank you for placing your trust in us. We are proud to be part of your child's story and look forward to supporting them as they grow, learn and flourish.

Kind regards,

Rachel Burbridge
Headteacher and Designated Safeguarding Lead





About Storyybrook

Storyybrook School is an independent specialist primary school for pupils with Social, Emotional and Mental Health (SEMH) needs.

We provide a safe, nurturing and ambitious learning environment for children whose emotional wellbeing, social development or mental health needs may have created barriers to success in previous educational settings. Many of our pupils may also have additional needs, including Autism Spectrum Condition (ASC), Attention Deficit Hyperactivity Disorder (ADHD), speech, language and communication needs, sensory differences or Education, Health and Care Plans (EHCPs).

Age Range and Provision

Storyybrook provides education for pupils aged 5-11 years (Years 1-6). Our small school environment, high staff-to-pupil ratios and personalised approach enable us to meet individual needs effectively while fostering a strong sense of belonging and community.

Pupils are taught within three mixed-age phases:

- Key Stage 1 (Years 1-2)
- Lower Key Stage 2 (Years 3-4)
- Upper Key Stage 2 (Years 5-6)

This structure allows pupils to access learning that is carefully matched to their developmental stage, academic needs and personal targets.

Our Therapeutic Approach

At Storyybrook, relationships are at the heart of everything we do. We recognise that positive outcomes are achieved when children feel safe, understood and connected.

Our trauma-informed and relational approach is guided by four key principles:

Regulate → Relate → Repair → Reflect

We support pupils to develop emotional literacy, self-regulation, resilience and positive relationships through consistent routines, nurturing relationships and targeted therapeutic support. Depending on individual needs, pupils may access interventions such as mentoring, nurture provision, emotional literacy support, counselling and input from external professionals.

Pupils may also benefit from assessment and support tools such as Emotional profiling, therapeutic mentoring, emotional literacy interventions and collaborative work with external professionals where appropriate.





The Storyybrook Difference

At Storyybrook, we understand that many of our pupils arrive having experienced challenges in education, relationships, wellbeing or emotional regulation. Our approach is designed to help every child feel safe, valued and successful, while maintaining high expectations and ambitious outcomes.

What makes Storyybrook different is not just what we teach, but how we support children to learn, grow and thrive.

We Build Relationships First

We know that positive relationships are the foundation for success. Our staff take time to get to know every child, building trust, understanding and a strong sense of belonging.

We Understand that Behaviour is Communication

Rather than focusing solely on behaviour itself, we seek to understand the needs, emotions or experiences that may be driving it. This allows us to provide the right support while maintaining clear expectations and boundaries.

We Prioritise Emotional Regulation

Children learn best when they feel safe and emotionally regulated. Through co-regulation, personalised support and consistent routines, we help pupils develop the skills they need to manage emotions and engage successfully in learning.

We Deliver an Ambitious Curriculum

We believe that every child deserves access to a broad, balanced and challenging curriculum. Learning is carefully sequenced and adapted to meet individual needs while maintaining high aspirations for all pupils.

We Place Reading at the Heart of Learning

Reading opens doors to future opportunities. Through high-quality texts, phonics teaching, vocabulary development and reading for pleasure, we help pupils become confident and successful readers.

We Provide Therapeutic and Nurturing Support

Our trauma-informed approach is supported by therapeutic opportunities, mentoring, nurture provision and personalised interventions that help pupils develop confidence, resilience and positive relationships.





We Learn Beyond the Classroom

Outdoor learning, enrichment activities, educational visits and real-life experiences help pupils build independence, curiosity and confidence while making learning meaningful and memorable.

We Work in Partnership with Families

Parents and carers are valued partners in their child's education. We believe that children achieve the best outcomes when home and school work together with shared goals, open communication and mutual respect.

We Celebrate Progress

Success looks different for every child. Whether academic, social, emotional or personal, we recognise and celebrate the progress each pupil makes on their individual journey.

We Prepare Children for the Future

Everything we do is focused on helping pupils become confident, capable and resilient individuals who are ready for their next stage of education and life beyond school.

Safe. Successful. Ready for the Future.

At Storyybrook, we are committed to ensuring that every child feels seen, understood and supported to achieve their full potential.

Our Curriculum

We provide a broad, balanced and ambitious curriculum that meets the requirements of the National Curriculum while responding to the individual needs of our pupils.

Learning is carefully sequenced to help pupils build knowledge, skills and confidence over time. Reading, communication, emotional wellbeing and personal development are central to our curriculum offer.

Alongside academic learning, we place a strong emphasis on developing independence, self-confidence, emotional regulation, social skills and preparation for future success. Enrichment opportunities, outdoor learning and therapeutic experiences further support pupils' personal growth and engagement.

Our aim is for every pupil to leave Storyybrook with the knowledge, skills, confidence and resilience needed to take their next steps successfully.





Our Approach

At Storybrook, we believe that children learn best when they feel safe, understood and connected. Many of our pupils have experienced challenges that may affect their confidence, emotional wellbeing, relationships or engagement with learning. Our approach is designed to help every child feel secure, valued and ready to succeed.

Everything we do is guided by four key principles:

Regulate

Before children can learn, they need to feel safe and emotionally regulated.

We support pupils to recognise, understand and manage their emotions through predictable routines, calm environments, trusted adults and personalised regulation strategies. Pupils may access safe spaces, movement breaks, sensory resources, emotional check-ins and co-regulation support when needed.

Our aim is to help children develop the skills and confidence to regulate their emotions and return successfully to learning.

Relate

Positive relationships are at the heart of everything we do.

We take time to build trusting relationships with pupils and families, recognising that strong connections help children feel secure, valued and understood. Staff model respect, empathy and consistency, helping pupils develop positive relationships with both adults and peers.

We believe that every interaction is an opportunity to strengthen relationships and promote a sense of belonging.

Repair

When difficulties occur, our focus is on learning, understanding and moving forward.

We recognise that mistakes are part of growing and learning. Following incidents or challenges, staff work alongside pupils to repair relationships, understand what happened and identify more successful ways to respond in the future.

Our restorative approach encourages accountability while maintaining dignity, trust and positive relationships.

Reflect

Reflection helps children develop self-awareness, resilience and independence.

We support pupils to think about their experiences, emotions, choices and achievements. Through discussion, coaching and guided reflection, children learn to





recognise their strengths, understand challenges and develop strategies for future success.

Over time, this helps pupils build confidence, emotional literacy and the resilience needed to navigate both learning and life.

What Learning Looks Like at Storyybrook

- Small teaching groups
- Adaptive teaching
- Keep Up and Catch Up support
- Reading and communication at the heart of learning
- Co-regulation and emotional regulation support
- Outdoor and therapeutic learning opportunities
- Preparation for future success

Personal Development

Personal development is woven throughout school life. Pupils develop confidence, resilience, independence, emotional literacy, social skills and an understanding of the wider world through enrichment, community experiences and personal development opportunities.

Working Together

Our Regulate → Relate → Repair → Reflect approach underpins daily life at Storyybrook. By combining high expectations with understanding, consistency and support, we help pupils feel safe, develop positive relationships and make meaningful progress academically, socially and emotionally.

We believe that every child deserves to be seen, understood and supported to thrive.

Attendance and Punctuality

At Storyybrook, we know that good attendance is essential for children's wellbeing, learning and long-term success. We work closely with families to promote positive attendance and ensure that every pupil has the best possible opportunity to engage in school life.

Our Expectations

We encourage all pupils to attend school every day and arrive on time. Regular attendance helps children develop positive routines, build relationships, maintain progress in learning and access the support they need.

We recognise that some pupils may experience barriers to attendance and are committed to working in partnership with families to identify and address these as early as possible.





Reporting an Absence

If your child is unable to attend school, please notify the school as soon as possible on the first day of absence.

Parents and carers should provide:

- the reason for the absence
- the expected duration of the absence (where known)
- any relevant information regarding medical appointments or treatment

The school may contact families if we have not received notification of an absence.

Medical Appointments

Where possible, routine medical and dental appointments should be arranged outside school hours.

If an appointment must take place during the school day, parents and carers should notify the school in advance and provide evidence of the appointment where requested.

We encourage pupils to attend school before or after appointments whenever possible.

Support for Attendance Difficulties

We understand that attendance concerns can arise for a variety of reasons, including health needs, anxiety, family circumstances or emotional wellbeing needs.

Our priority is always to understand the barriers affecting attendance and work collaboratively with families to develop appropriate support. This may include:

- regular communication and attendance reviews
- personalised attendance plans
- pastoral and emotional support
- adapted transition arrangements
- support from external agencies where appropriate

Emotionally Based School Avoidance (EBSA)

Some pupils may experience significant anxiety related to attending school. At Storybrook, we recognise that EBSA is a complex emotional need that requires understanding, patience and a personalised response.

Where EBSA is identified, we work closely with pupils, families and professionals to understand underlying causes and develop supportive strategies. This may include graduated reintegration plans, increased pastoral support, regulation strategies, adapted routines and collaborative planning with parents and carers.





Our aim is to help pupils feel safe, successful and able to engage positively with school.

Further Information

For full details regarding attendance expectations, procedures and support arrangements, please refer to the school's Attendance Policy, available on the school website or upon request from the school office.

Behaviour and Relationships

At Storybrook, we believe that all children can succeed when they feel safe, understood and supported. Our approach to behaviour is rooted in positive relationships, high expectations and a commitment to helping pupils develop the skills they need to manage emotions, make positive choices and build successful relationships.

Behaviour is Communication

We recognise that behaviour often communicates an underlying need, emotion or difficulty. Many of our pupils have experienced challenges that may affect how they express themselves, regulate emotions or respond to situations.

Rather than asking, "What is wrong with this child?" we seek to understand, "What is this child communicating?" This helps us provide appropriate support while maintaining clear expectations for behaviour and learning.

Relational Practice

Positive relationships are at the heart of our school community.

Staff work hard to build trusting, consistent and respectful relationships with pupils. We believe that strong relationships help children feel secure, develop self-confidence and engage positively with school life.

Through calm, predictable and supportive interactions, we help pupils learn how to manage emotions, solve problems and develop positive social skills.

Restorative Conversations

When difficulties occur, we focus on understanding, repairing and moving forward.

Restorative conversations help pupils reflect on what happened, understand the impact of their actions and identify positive ways to respond in the future. This process supports accountability while maintaining dignity and strengthening relationships.

Our aim is not simply to address behaviour but to help children learn from experiences and develop the skills needed for future success.





Consequences and Support

Children need clear boundaries as well as understanding and support.

Where appropriate, pupils may experience logical and proportionate consequences linked to their actions. Consequences are designed to promote learning, responsibility and repair rather than punishment.

Alongside consequences, staff provide guidance, coaching and support to help pupils develop self-regulation, emotional literacy and positive decision-making skills.

Suspension Avoidance

We recognise that suspensions can be particularly challenging for pupils with SEMH needs and may not always address the underlying causes of behaviour.

Our focus is on early intervention, understanding barriers and providing support that helps pupils remain engaged in education whenever possible. This may include personalised strategies, therapeutic interventions, additional adult support, adapted provision and collaborative planning with families and external professionals.

Where serious incidents occur, the safety and wellbeing of all members of the school community remain our priority.

Working with Families

Strong partnerships between home and school are essential.

We value open communication and work closely with parents and carers to ensure consistency, share successes, address concerns and develop strategies that support pupils both in school and at home.

By working together, we can provide children with the stability, understanding and encouragement they need to thrive.

Further Information

For full details regarding our behaviour expectations, relational approach, restorative practices and behaviour support systems, please refer to the school's Behaviour and Relationships Policy, available on the school website or upon request from the school office.

Safeguarding

Our Commitment to Safeguarding

The safety, wellbeing and welfare of every child is our highest priority.





At Storyybrook, we are committed to creating a safe, caring and supportive environment where pupils feel protected, valued and able to seek help when they need it. Safeguarding is everyone's responsibility, and all staff receive regular safeguarding training to ensure they can identify concerns, respond appropriately and help keep children safe.

We work in accordance with statutory safeguarding guidance and collaborate closely with parents, carers and external agencies to promote the welfare of all pupils.

Designated Safeguarding Lead (DSL)

The school's Designated Safeguarding Lead (DSL) is:

Rachel Burbridge (Headteacher and Designated Safeguarding Lead)

The DSL is responsible for overseeing safeguarding and child protection arrangements across the school, providing support and guidance to staff, and working with families and external agencies where concerns arise.

The school's Deputy Designated Safeguarding Lead (DDSL) is:

Rachel Tetchner (Deputy Headteacher and Deputy Designated Safeguarding Lead)

Reporting Concerns

We encourage parents and carers to share any concerns regarding a child's safety, wellbeing or welfare as soon as possible.

If you are worried about your child or another child, please contact the school and speak to the Designated Safeguarding Lead or a member of the safeguarding team.

All concerns are taken seriously and will be responded to appropriately, sensitively and in line with safeguarding procedures.

Learning and Curriculum

At Storyybrook, we provide a broad, balanced and ambitious curriculum that enables every pupil to achieve success academically, socially and emotionally.

Our curriculum is carefully designed to meet the needs of pupils with Social, Emotional and Mental Health (SEMH) needs while ensuring that children access a rich and engaging educational experience. We aim to help pupils develop knowledge, skills, confidence and independence, preparing them for their next stage of education and for life beyond school.





A Broad and Balanced Curriculum

Pupils study a wide range of subjects including:

- English
- Mathematics
- Science
- History
- Geography
- Religious Education
- Art and Design
- Design and Technology
- Computing
- Music
- Physical Education
- French (Key Stage 2)
- Personal, Social, Health and Economic (PSHE) Education

Learning is carefully sequenced so that pupils build knowledge and skills over time, helping them to know more, remember more and do more.

Alongside academic learning, personal development, emotional wellbeing, communication and independence are woven throughout the curriculum.

Reading at the Heart of Learning

Reading is a central priority at Storyybrook.

We believe that reading provides the foundation for success across the curriculum and opens doors to future opportunities. Pupils are encouraged to develop a love of reading through high-quality texts, regular reading opportunities and carefully planned reading experiences across all subjects.

Our curriculum promotes:

- reading fluency
- vocabulary development
- comprehension skills
- reading for pleasure
- confidence and independence as readers

Reading is embedded throughout daily school life and supported by carefully selected class texts and reading materials.

Phonics and Early Reading

We teach phonics through the Read Write Inc. programme.

This structured and systematic approach helps pupils develop the knowledge and skills needed to become confident readers and writers. Regular assessment ensures





that teaching is matched to pupils' needs and that additional support is provided where required.

For pupils who require continued phonics support beyond Key Stage 1, targeted teaching and intervention are provided to help close gaps and build confidence.

Mathematics

Our mathematics curriculum is designed to develop confidence, fluency, reasoning and problem-solving skills.

Using a structured approach, pupils build secure mathematical understanding through carefully sequenced learning, practical experiences and opportunities to apply their knowledge in a range of contexts.

Staff provide appropriate support and challenge to ensure all pupils can experience success and make progress from their individual starting points.

Outdoor Learning

We recognise the positive impact that outdoor learning can have on engagement, wellbeing and personal development.

Pupils benefit from opportunities to learn beyond the classroom through outdoor activities, exploration, practical experiences and nature-based learning. These experiences help develop confidence, resilience, teamwork, independence and curiosity.

Outdoor learning also provides valuable opportunities for regulation, reflection and connection with the wider world.

Therapeutic Opportunities

Our therapeutic approach is embedded throughout school life.

In addition to high-quality teaching and pastoral support, pupils may access a range of interventions and therapeutic opportunities based on their individual needs. These may include:

- mentoring
- emotional literacy support
- nurture provision
- counselling
- occupational therapy input
- speech and language support
- social skills development

These approaches help pupils develop self-awareness, emotional regulation, resilience and positive relationships.





Enrichment and Personal Development

We believe that learning extends beyond the classroom.

Pupils access a range of enrichment opportunities designed to broaden experiences, develop interests and strengthen personal development. These may include:

- educational visits
- visitors and workshops
- community engagement
- creative projects
- physical activities
- themed events and celebrations

These experiences help children build confidence, develop aspirations and create meaningful connections with the wider world.

Through our curriculum, therapeutic approach and enrichment opportunities, we aim to ensure that every pupil feels successful, develops a love of learning and is prepared for the next stage of their educational journey.

Online Safety

Helping children stay safe online is an important part of our safeguarding responsibilities.

Pupils are taught how to use technology safely, responsibly and respectfully through our curriculum and wider school provision. We also provide guidance and support to help families understand online risks and promote safe internet use at home.

Our school has appropriate filtering, monitoring and online safety systems in place to help safeguard pupils when using technology in school.

Early Help and Family Support

Sometimes children and families benefit from additional support before concerns become more serious.

Early Help aims to identify needs at the earliest opportunity and provide support that improves outcomes for children and families. This may include support relating to attendance, emotional wellbeing, behaviour, family circumstances or access to external services.

Where appropriate, we will work collaboratively with families and other professionals to ensure the right support is available at the right time.

Further Information

For full details regarding safeguarding arrangements, child protection procedures, online safety and reporting concerns, please refer to the school's Safeguarding and





Child Protection Policy, available on the school website or upon request from the school office.

If you have any safeguarding concerns, please contact the school immediately.

Communication with School

At Storyybrook, we believe that strong partnerships between home and school are essential to supporting positive outcomes for children. Open, honest and respectful communication helps us work together effectively to meet each pupil's individual needs.

We encourage parents and carers to contact us whenever they have questions, concerns or information that may help us support their child.

Email Communication

Email is often the most effective way to share information, ask questions or request support.

Parents and carers can contact the school office or relevant members of staff via email. Staff will respond as promptly as possible during normal working hours.

Please note that emails sent outside school hours may not be seen until the next working day.

Telephone Contact

Parents and carers are welcome to contact the school by telephone during school opening hours.

Telephone communication may be used for:

- reporting absences
- sharing important information
- discussing concerns
- arranging appointments or meetings
- seeking advice and support

Where appropriate, messages will be passed to the relevant member of staff.

Parent Meetings

We value opportunities to meet with parents and carers to discuss progress, wellbeing and individual needs.

Formal parent meetings are held throughout the academic year and provide opportunities to discuss:





- academic progress
- social and emotional development
- wellbeing and support needs
- next steps and targets

Additional meetings can be arranged where needed.

Annual Reviews

For pupils with an Education, Health and Care Plan (EHCP), Annual Review meetings are held in accordance with statutory requirements.

These meetings provide an opportunity to:

- review progress and outcomes
- discuss strengths and areas for development
- consider support arrangements
- agree future targets and provision

Parents, carers, professionals and school staff work collaboratively to ensure the child's needs continue to be met effectively.

Reports and Progress Updates

Parents and carers will receive regular information regarding their child's progress and development.

This may include:

- progress reports
- parent consultation meetings
- Annual Review documentation (where applicable)
- updates regarding interventions and support
- information about achievements and successes

We believe that celebrating progress, however small, is an important part of helping children develop confidence and motivation.

Informal Communication

Many day-to-day matters can be resolved through informal communication.

Where appropriate, staff may communicate with parents and carers regarding:

- successes and achievements
- wellbeing concerns
- changes in routine
- support strategies
- practical information about school life





We encourage families to share relevant information that may affect a child's wellbeing, behaviour or engagement in school so that we can provide the best possible support.

Who Should I Contact?

Query	First Contact	Second Contact
Attendance and absence	School Office	Rachel Burbridge (Headteacher/ Attendance Lead)
Safeguarding concerns	Rachel Burbridge (Headteacher/ DSL) Rachel Tetcher (Deputy Headteacher/ DDSL)	
SEND support/ EHCP provision	Class Teacher	Rachel Tetchner (Deputy Headteacher and SENDCo)
Learning and curriculum	Class Teacher	Rachel Burbridge (Headteacher) Rachel Tetchner (Deputy Headteacher)
Behaviour and wellbeing	Class Teacher	Rachel Burbridge (Headteacher) Rachel Tetchner (Deputy Headteacher)
General Enquiries	School Office	Class Teacher

Working Together

Our shared goal is to help every child feel safe, successful and supported.

By maintaining positive communication and working in partnership, we can ensure that children receive consistent support both at home and at school, enabling them to thrive academically, socially and emotionally.

Uniform and Equipment

At Storyybrook, we recognise that many pupils learn best when they feel comfortable, confident and ready for the day ahead. Our uniform expectations are designed to promote a sense of belonging, reduce barriers to learning and ensure that pupils are appropriately dressed for school activities.

We work with families to ensure that uniform expectations are reasonable, inclusive and sensitive to individual needs.





School Uniform

Pupils are expected to attend school in the agreed Storyybrook uniform each day unless alternative arrangements have been agreed with the school.

Uniform should be:

- clean and in good condition
- suitable for learning and physical activity
- clearly labelled with the pupil's name where possible

Where pupils have identified sensory, medical or additional needs that affect clothing choices, reasonable adjustments may be considered in consultation with families.

Further details of the school uniform requirements can be found on the school website.

Physical Education (PE) Kit

Pupils should have appropriate clothing and footwear for Physical Education lessons and outdoor activities.

PE kit should be:

- comfortable and suitable for physical activity
- appropriate for the weather and planned activities
- clearly labelled where possible

Parents and carers will be informed of any specific requirements for PE, outdoor learning or educational visits.

Personal Belongings

We encourage pupils to bring only essential items to school.

Personal belongings should be clearly named wherever possible. While every effort is made to care for pupils' property, the school cannot accept responsibility for loss or damage to personal items brought onto site.

Items that may distract from learning or present a risk to safety may be collected by staff and returned at an appropriate time.

Mobile Phones and Electronic Devices

Pupils are not normally permitted to use mobile phones or personal electronic devices during the school day.

Where a pupil needs to bring a mobile phone to school for travel or safeguarding reasons, this should be discussed with the school in advance. Mobile phones brought





onto site must be handed to a member of staff on arrival and will be returned at the end of the school day.

The use of personal devices by pupils is not permitted during lessons, breaktimes or other school activities unless specifically authorised by staff.

Jewellery and Personal Items

For health and safety reasons, jewellery should be kept to a minimum.

Small stud earrings and items of personal or cultural significance may be permitted where appropriate. Jewellery may need to be removed or covered during PE, outdoor learning or other activities where there is a risk of injury.

Parents and carers are advised not to send children to school with valuable items.

Further Information

If you have any questions regarding uniform, equipment or individual requirements, please contact the school office. We are committed to working with families to ensure that all pupils can participate fully and comfortably in school life.

Medication and Health

The health, safety and wellbeing of our pupils are extremely important to us. We work closely with parents, carers and healthcare professionals to ensure that pupils receive appropriate support for their medical needs while attending school.

To help us keep children safe, parents and carers should inform the school of any medical conditions, allergies or changes to their child's health as soon as possible.

Medicines in School

Where a pupil requires medication during the school day, parents and carers should contact the school to discuss arrangements.

Medication should:

- be provided in its original packaging
- have a pharmacy label showing the pupil's name and dosage instructions
- be handed directly to a member of staff and not carried by pupils unless specifically agreed

Medication will only be administered in accordance with school procedures and any necessary consent arrangements.





Allergies and Dietary Needs

It is essential that parents and carers inform the school of any allergies, intolerances or dietary requirements.

This information helps us ensure that appropriate measures are in place to safeguard pupils and reduce potential risks. Where required, staff will be informed of individual needs and appropriate support arrangements.

Medical Plans

Some pupils may require an Individual Healthcare Plan (IHP) or other agreed medical support plan.

These plans are developed in partnership with parents, carers and healthcare professionals and may include information regarding:

- medical conditions
- medication requirements
- symptoms and triggers
- emergency procedures
- reasonable adjustments and support strategies

Plans are reviewed regularly and updated when necessary.

Illness and Attendance

Children who are unwell should remain at home to support their recovery and help prevent the spread of illness.

Parents and carers should notify the school as soon as possible if their child is unable to attend due to illness.

If a pupil becomes unwell during the school day, parents or carers may be contacted and asked to collect their child if appropriate.

First Aid

Qualified staff are available to provide first aid when required.

Any significant injuries, accidents or medical concerns will be recorded and communicated to parents and carers as appropriate. In the event of a serious medical emergency, the school will seek emergency medical assistance and contact parents or carers as soon as possible.

Working Together

Effective communication between home and school is essential in supporting pupils' health and wellbeing. Parents and carers are asked to ensure that contact





information, medical information and emergency contact details remain up to date at all times.

Further Information

For full details regarding the administration of medicines, supporting pupils with medical conditions, first aid arrangements and health procedures, please refer to the school's Supporting Pupils with Medical Conditions Policy and First Aid Policy, available on the school website or upon request from the school office.

Food and Lunches

At Storybrook, we recognise that food and mealtimes play an important role in pupils' wellbeing, health and readiness to learn. We aim to create a positive and inclusive dining experience where pupils feel comfortable, supported and able to develop healthy habits.

We also understand that some pupils may have sensory differences, medical needs or anxieties relating to food. Where appropriate, we will work with families to ensure individual needs are understood and supported.

School Meals

Pupils have access to nutritious and balanced school meals each day.

Information regarding meal arrangements, menus and payment procedures (where applicable) will be provided to parents and carers separately.

We encourage pupils to try new foods and make healthy choices while recognising that some children may require additional support around eating and food preferences.

Our catering provider, Educatering, offers a varied menu that includes hot meals, vegetarian options, fresh fruit and salad choices. Menus are reviewed regularly to provide nutritious, balanced and appealing meals that support pupils' health and wellbeing.

A fresh salad bar is available daily, encouraging pupils to make healthy choices and explore a variety of fruits and vegetables.

Packed Lunches

Parents and carers may choose to provide a packed lunch where appropriate.

Packed lunches should:

- support healthy eating and wellbeing
- be clearly labelled where possible
- not contain items that may pose a risk to other pupils due to known allergies





We ask parents and carers to avoid sending excessive amounts of sweets, energy drinks or other unsuitable items.

Healthy Eating

We promote healthy lifestyles and positive attitudes towards food throughout school life.

Pupils learn about healthy eating, physical wellbeing and making informed choices through the curriculum and wider school experiences. Our approach encourages balanced nutrition while recognising that every child's needs and circumstances may be different.

We encourage pupils to develop positive relationships with food and support them in making healthy choices. Through our curriculum and wider school experiences, pupils learn about nutrition, healthy lifestyles and the importance of balanced eating habits.

Allergies and Dietary Requirements

The safety of pupils with allergies or dietary needs is extremely important.

Parents and carers must inform the school of any allergies, intolerances, medical dietary requirements or cultural dietary needs. This information helps us put appropriate arrangements in place to keep pupils safe.

Where necessary, individual plans and risk assessments may be developed to support pupils with specific medical or dietary requirements.

Allergy-aware menu options are available where required. Parents and carers should discuss any medical, dietary or allergy-related needs with the school so that appropriate arrangements can be made.

Supporting Individual Needs Around Food

We recognise that some pupils may experience food anxiety, sensory sensitivities, selective eating patterns or difficulties trying unfamiliar foods.

Our staff take a supportive and non-judgemental approach to mealtimes and work closely with families to understand individual needs. Wherever possible, we aim to create positive experiences around food while supporting pupils to feel safe, comfortable and successful during mealtimes.

Celebrations and Birthdays

We enjoy recognising and celebrating important events such as birthdays and special achievements.





To ensure celebrations remain safe and inclusive for all pupils, any food or treats brought into school must be agreed with the school in advance. This allows us to consider allergies, dietary requirements and the individual needs of pupils.

Alternative ways of celebrating may also be encouraged to ensure all children can participate safely and positively.

Further Information

If you have any questions regarding meals, packed lunches, allergies or dietary requirements, please contact the school office. We are committed to working with families to ensure that pupils' nutritional, medical and wellbeing needs are appropriately supported.

Transport and Arrival/Collection

At Storyybrook, we recognise that safe, calm and predictable transitions are particularly important for many pupils with Social, Emotional and Mental Health (SEMH) needs. We work closely with families, transport providers and local authorities to ensure that arrival and collection arrangements support pupils' wellbeing and safety.

Arrival at School

Pupils should arrive at school at the agreed time each day.

Staff are available to welcome pupils and support a positive start to the school day. Consistent routines help pupils feel safe, settled and ready to learn.

If there are any changes to a pupil's usual arrival arrangements, parents and carers should notify the school as soon as possible.

Home-to-School Transport

Some pupils may access home-to-school transport arranged by their local authority.

Where transport is provided, we work collaboratively with transport teams, escorts and families to support smooth and successful journeys.

If parents or carers have concerns regarding transport arrangements, they should contact the relevant local authority transport service as well as informing the school where appropriate.

Escorts and Additional Support

Some pupils may travel with an escort or require additional support during transport.





The school will work with parents, carers and transport providers to ensure that individual needs are understood and that appropriate arrangements are in place to support safe travel.

Collection Arrangements

Pupils will only be released to authorised adults identified by parents or carers.

It is important that the school is informed promptly of any changes to collection arrangements. Where someone different is collecting a child, parents and carers should notify the school in advance wherever possible.

Staff may request identification if they are unfamiliar with the person collecting a child.

Safeguarding Expectations

The safety of pupils is our highest priority.

To help keep children safe:

- parents and carers should ensure emergency contact details remain up to date
- any changes to collection arrangements should be communicated to the school as soon as possible
- pupils should not be collected by individuals who have not been authorised by a parent or carer
- concerns relating to transport, collection or pupil safety should be reported to the school immediately

Where there are safeguarding concerns regarding collection arrangements, the school will act in accordance with safeguarding procedures and may seek further clarification before releasing a child.

Delays and Unexpected Changes

If a parent, carer, transport provider or authorised adult is delayed, the school should be contacted as soon as possible.

Pupils will remain safely supervised until appropriate collection arrangements have been confirmed.

Working Together

Safe transitions between home and school are an important part of supporting pupils' wellbeing and success. By working together and maintaining clear communication, we can ensure that children arrive and leave school safely, confidently and with the support they need.





Working Together

Safe, Successful and Ready to Embrace Their Future.

At Storybrook, we believe that the strongest outcomes for children are achieved when home and school work together in partnership.

We recognise that parents and carers know their children best, and we value the knowledge, experience and insights that families bring. By working collaboratively, maintaining open communication and sharing a common goal, we can provide children with the consistency, support and encouragement they need to thrive.

What Parents and Carers Can Expect From Us

Open and Honest Communication

We will communicate with families in a timely, respectful and professional manner. We will celebrate successes, share important information and work collaboratively to address concerns when they arise.

Understanding and Support

We will seek to understand each child's individual strengths, needs and experiences. Our staff will provide support that is compassionate, consistent and responsive to the needs of pupils and families.

Respect and Partnership

We will treat all members of our school community with dignity, kindness and respect. We value positive relationships and will listen carefully to the views and perspectives of parents and carers.

High Expectations and Ambition

We believe that every child can achieve success. We will maintain high expectations for learning, behaviour, attendance and personal development while providing the support needed to help pupils reach their potential.

What We Ask From Parents and Carers

Communication

Please keep us informed of any information that may affect your child's wellbeing, learning or school experience. Early communication helps us provide the right support at the right time.

Attendance and Punctuality

Regular attendance and punctuality are important in helping children feel secure, maintain progress and access the full range of opportunities available to them.





Partnership and Collaboration

We ask parents and carers to work positively with the school, attend meetings where possible and engage with support plans and agreed strategies. A consistent approach between home and school can have a significant impact on a child's success.

Consistency and Respect

We ask all members of our school community to communicate respectfully and work together in a constructive manner. Children benefit most when they see the important adults in their lives working together with shared expectations and mutual respect.

A Shared Commitment

Together, we share a responsibility to help children feel safe, valued, successful and ready to embrace their future.

By building strong relationships and maintaining a positive partnership, we can ensure that every pupil receives the support, encouragement and opportunities they need to flourish academically, socially and emotionally.

Useful Policies and Documents

This handbook provides an overview of daily life at Storyybrook. More detailed information is available within our school policies and published documents.

Copies of the following documents are available on the school website or can be requested from the school office.

Safeguarding and Child Protection Policy

This policy explains how the school safeguards and promotes the welfare of pupils, including child protection procedures, reporting concerns and the responsibilities of staff and leaders.

Behaviour and Relationships Policy

This policy outlines our trauma-informed and relational approach to behaviour, including expectations, support strategies, restorative practice and procedures for responding to incidents.

Attendance Policy

This policy explains attendance expectations, procedures for reporting absences, support available to families and the school's approach to promoting positive attendance.





Online Safety and Filtering & Monitoring Policy

This policy explains how the school helps pupils stay safe online, promotes responsible use of technology and fulfils its filtering and monitoring responsibilities.

Complaints Policy

This policy outlines the procedures for raising concerns or complaints and explains how concerns will be addressed fairly, respectfully and in accordance with statutory requirements.

SEND Information

This information explains how the school identifies, supports and reviews the needs of pupils with Special Educational Needs and Disabilities (SEND), including information about provision, support and partnership with families.

Equality Information

This information outlines the school's commitment to equality, inclusion and non-discrimination, including compliance with the Equality Act 2010 and the promotion of respect for all members of the school community.

Curriculum Information

This information provides details about the curriculum offered at Storyybrook, including subject content, curriculum aims, assessment approaches and personal development opportunities.

Additional Information

Further information about Storyybrook, including our prospectus, admissions information, term dates and key school contacts, can also be found on the school website.

If you require any information in an alternative format or have difficulty accessing a document, please contact the school office and we will be happy to assist.

Thank you for taking the time to read this handbook. We look forward to working in partnership with you and supporting your child throughout their journey at Storyybrook.





Key Contacts

We are committed to working in partnership with families and welcome communication whenever you need support, guidance or information. If you are unsure who to contact, please contact the school office and we will be happy to help.

Contact	Details
School Address	Storyybrook School, Malt Hill, Warfield, RG42 6JQ
Telephone	01344 987877
Headteacher's Email	head.storyybrook@storyy.group
Deputy Headteacher/ SENDCo's Email	deputy.storyybrook@storyy.group
Website	https://storyybrook.webflow.io/
Headteacher	Rachel Burbridge
Designated Safeguarding Lead (DSL)	Rachel Burbridge
Deputy Designated Safeguarding Lead (DDSL)	Rachel Tetchner
SENDCo	Rachel Tetchner
Attendance Contact	School Office/ Rachel Burbridge

Query	First Contact	Second Contact
Attendance and absence	School Office	Rachel Burbridge (Headteacher/ Attendance Lead)
Safeguarding concerns	Rachel Burbridge (Headteacher/ DSL) Rachel Tetchner (Deputy Headteacher/ DDSL)	
SEND support/ EHCP provision	Class Teacher	Rachel Tetchner (Deputy Headteacher and SENDCo)
Learning and curriculum	Class Teacher	Rachel Burbridge (Headteacher) Rachel Tetchner (Deputy Headteacher)
Behaviour and wellbeing	Class Teacher	Rachel Burbridge (Headteacher) Rachel Tetchner (Deputy Headteacher)
General Enquiries	School Office	Class Teacher

